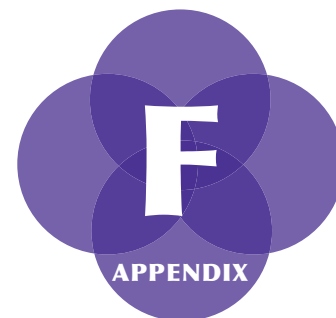


CASE STUDY ~ PART 1

THE CASE STUDY AND STUDY QUESTIONS



Purpose The purpose of this activity is to give staff an opportunity to practice analyzing data with an objective data set, before analyzing their own data. Another purpose is to show what it would look like, from start to finish, when a school engages in continuous school improvement.

Target Audience School staff.

Time Up to three hours, with variations. (See *Comments to the Facilitator*, below.)

Materials Chart pad paper, markers, a copy of the case study and study questions for all staff members.

Overview

While looking at another school's data, staff can practice, independently and then collectively, assessing strengths, challenges, and implications for the continuous school improvement plan. They can also determine other data that would be helpful to collect and analyze. After analyzing a case study, the staff members will know what data they want to put in their data profile, how to analyze the data, and how to move the implications into a continuous school improvement plan.

Process Protocol

Step 1. Provide an overview of the continuous school improvement and data analysis process.

Step 2. Communicate the purpose of looking at the case study.

Step 3. Use the process protocol in the *Analyzing Data for School Improvement Planning*, Appendix H, to analyze each type of data, to look for common implications, and then determine the major components that need to go into the continuous school improvement plan. The study questions have been inserted in the case study after each type of data.

Comments to the Facilitator

There are many benefits to using the process protocol in the *Analyzing Data for School Improvement Planning*, Appendix H, that add to the benefits of using a case study, including:

- ◆ Requires individuals to review the data independently and determine what they see as strengths, challenges, implications for the continuous school improvement plan, and other data that would be good to collect and analyze, to tell the story of the school.
- ◆ Allows small groups and then the large group to share and compare what they saw as strengths, challenges, implications for the continuous school improvement plan, and other data that would be good to collect and analyze.
- ◆ Results in a type of consensus on implications for the school improvement plan, that was achieved quite easily.

Comments to the Facilitator *(Continued)*

- ◆ Next steps are created as a part of the process.
- ◆ Individuals will see that, independently, they saw a great deal of information in the data in the case study. They will also see that, collectively, they saw different things and many more things, together, than one person could see alone.

For time variations:

We highly recommend using the complete analysis process for reviewing demographic data, at least. In other words, start with individual; move to small groups, and then to the entire group since demographic data set the context for the school. Many schools do not organize their demographic data for review so staff cannot see the power in what the demographic data tell them unless they analyze the data.

After using the process with the demographic data, the process for analyzing the other data types can be altered. For example, one could delegate the student, staff, and parent questionnaire reviews to individuals in the small groups who will then share what they saw with their groups.

The example case study follows.

Part 2 ~ Appendix G: *What We Saw in the Case Study Data*, follows the example case study in Appendix F.